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JUNIOR AND SENIOR HIGH SCHOOL GRADUATION REQUIREMENTS AND CURRICULA.

BY- GOLDBLUM, JANICE AND OTHERS
LOS ANGELES CITY SCHOOLS, CALIF.

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GRADUATION REQUIREMENTS AND CURRICULUMS IN THE LOS ANGELES CITY SCHOOL SYSTEM INSURE INTELLECTUAL DEVELOPMENT, CIVIC RESPONSIBILITY, ECONOMIC COMPETENCY, CREATIVITY, DEVELOPMENT OF MORAL VALUES, GOOD HUMAN RELATIONS, AND HEALTH. GRADING, TRANSFERS, HOMEWORK, CREDIT, AND SPECIAL POLICIES ARE DISCUSSED. THE CURRICULUM IN JUNIOR AND SENIOR HIGH SCHOOLS (OUTLINED IN TABLES AND CHARTS) INCLUDES ENGLISH, SOCIAL STUDIES, MATHEMATICS, SCIENCE, FINE ARTS, PRACTICAL ARTS, GUIDANCE, DRIVER EDUCATION, PHYSICAL EDUCATION, AND HEALTH EDUCATION. THE PROGRAM CONFORMS TO CALIFORNIA EDUCATION CODE REQUIREMENTS. SHORT SUMMARIES ON LOS ANGELES JUNIOR COLLEGES AND ADULT SCHOOLS APPEAR IN THE APPENDIX. (JN)

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JUNIOR AND SENIOR HIGH SCHOOL

GRADUATION REQUIREMENTS and CURRICULA

LOS ANGELES CITY SCHOOLS
DIVISION OF INSTRUCTIONAL SERVICES
PUBLICATION NO. 489 • 1967 REVISION

EA 000 761

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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JUNIOR AND SENIOR HIGH SCHOOL

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This publication has been developed in accordance with the Comprehensive Curriculum Policy adopted by the Los Angeles City Board of Education.

APPROVED:

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FOREWORD

To help each pupil develop his potential capacity to the fullest extent and become a mature citizen, conscious of his American heritage and capable of making his finest contribution to society – this is the central purpose of the Los Angeles City Schools. The educational program has been designed to carry out this responsibility for all pupils.

The 1967 revision of *Graduation Requirements and Curricula,* which has been adopted by the Los Angeles City Board of Education, presents the official program of studies for pupils in Los Angeles city junior and senior high schools. In this directive on curriculum policy are presented the graduation requirements and major sequences which have been prescribed.

Required of all pupils for graduation, the basic curriculum furnishes the background of general education needed by all citizens. This curriculum also provides for continuity of learning, building upon the education that pupils have gained in the elementary schools. As each pupil grows in maturity, during his enrollment in Grades 7-12, he is assisted in establishing a pattern of independent thought and action and in learning to make wise decisions. As a result of planning by pupil, parents, and the school staff, he selects a sequence of subjects and electives which together provide an individualized program of instruction best suited to his needs, aptitudes, and interests. The guidance program of the school assists the pupil and his parents in developing a sound program of studies to achieve definite goals by the time of graduation.

It is hoped that this revision of *Graduation Requirements and Curricula* will contribute effectively to the counseling of pupils so that they may make the most valuable use of their six years in junior and senior high school in preparation for the responsibilities of adult life.

EVERETT CHAFFEE
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Sincere appreciation is expressed by the Curriculum Branch to all who assisted in the preparation of this publication. The 1967 Revision is the result of concentrated and detailed study by the Superintendent's Committee on Graduation Requirements and Curricula during 1965 - 1966. The committee functioned under the leadership of Gerwin Neher, Chairman of the group and Secondary Administrative Coordinator, Division of Secondary Education.

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Special gratitude is expressed to Janice Goldblum, Consultant, who ably assisted the committee in its work and had the primary responsibility for organizing and preparing the publication.

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PURPOSES OF THE JUNIOR AND SENIOR HIGH SCHOOLS

Graduation requirements and curricula have been developed to assist in accomplishing the basic objectives of the Los Angeles City Schools. These purposes are presented in *Point of View,* which provides a statement of philosophy and the basis for curriculum development. For this reason, "Our Educational Purposes," an excerpt from *Point of View,* is reprinted on the following page.[1]

In the statement of objectives of the educational program, it is recognized that teachers in junior and senior high schools have an obligation to preserve and strengthen our American democracy, to help each pupil make the most of himself, and to make his finest contribution to society. Implicit in this obligation is the responsibility to provide a program of high quality, with emphasis on high standards of achievement; to develop the intellectual power of each individual according to his ability; and to assist in developing standards which result in desirable personal and group behavior. Descriptions of graduation requirements and curricula in this publication provide a means of fulfilling this obligation and responsibility to provide the best education for all pupils.

The basic curriculum and major sequences are designed to assure that pupils have a balanced program of instruction, receive experiences in areas of special interest and aptitude, and prepare for further education or for a vocation. Major sequences allow for individual differences and for specialized studies within the comprehensive educational program.

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[1]*Point of View* (1961 Revision. Los Angeles City Schools: Division of Instructional Services, Publication No. 470), p. 5.

Educational purposes in our schools are based on the need for truly educated, mature individuals who will live in our American democracy. The responsibility of the schools in meeting the need for such individuals lies in the seven areas of learning indicated below. These areas must not be thought of as separate compartments. Each shades imperceptibly into the others; together, they form a pattern of the whole of learning.

INTELLECTUAL DEVELOPMENT	Growing in knowledge and skills and in ability to think effectively in order to make wise decisions and to take intelligent action
CIVIC RESPONSIBILITY	Becoming a loyal, informed, participating citizen — one who knows the American heritage, who appreciates the principles of American democracy, and who understands local, national, and world conditions
ECONOMIC COMPETENCY	Preparing for success in a vocation, becoming well informed as a consumer, and acquiring basic economic understandings
CREATIVITY	Thinking and acting creatively in many phases of life
VALUES	Developing and cherishing high moral, spiritual, and esthetic values
HUMAN RELATIONS	Learning to live and work harmoniously with others
HEALTH	Developing and maintaining optimum physical and mental health

SCHOOL MARKS

MARKS IN SUBJECT ACHIEVEMENT

Marks are earned by the pupil and are a measurement of his achievement in each subject in which he is enrolled. The mid-term mark is a progress report; the final mark is an overall rating of the pupil's work during the semester. It is important to assure consistency in determining marks. Teachers should think in terms of the total range of achievement rather than of the restricted range of an individual class.

A — Superior
B — Better than average
C — Average
D — Barely passing
FAIL — Failure

The meaning of each of these marks has been stated in detail in *Criteria for Marking in Junior and Senior High Schools*. Refer to pages 59-62.

SPECIAL MARKS

INC. Indicates INCOMPLETE WORK and is received by a pupil who has been absent during the latter part of the quarter or semester and who was doing passing work when present. The work to be completed and the date due shall be stated in a communication to the parents (Special Report to Parents, Form 34-H-20). The work shall be made up by a specific date prior to the end of the next period for recording marks.

FAIL shall be recorded if the work is not made up satisfactorily by the specified time. In special cases when the work is not made up, N.C. may be recorded with the approval of the principal. (Refer to definition below.)

N.M. Indicates NO MARK and is received by a pupil who has been in attendance less than fifteen days and whose teacher does not have adequate evidence regarding the pupil's achievement.

N.C. Indicates NO CREDIT and is a special mark for extreme emergencies, to be given on the approval of the principal.

MARKS IN WORK HABITS AND COOPERATION

Pupils are required to demonstrate worthy character and citizenship to be eligible for graduation. Desirable work habits and cooperation, which are significant in determining the pupil's character and citizenship, are important elements in his education. They are essential for his progress in mastering skills and understandings and in accomplishing the purposes of the educational program. It is important that pupils, parents, and teachers recognize the significance of marks in these traits.

Work habits and cooperation are rated:

E – Excellent
S – Satisfactory
U – Unsatisfactory

The meaning of each of these marks has been stated in detail in *Criteria for Marking in Junior and Senior High Schools.* Refer to pages 59-62.

TRANSFERS AND WITHDRAWALS

Pupils enrolled and present for a period of 15 days or more shall be given a mark indicating achievement to the end of that period. When a pupil withdraws from school, a Clearance Card (Form 34-H-16) showing the dates between which the pupil was enrolled shall be circulated. Each teacher is to enter a mark. The pupil usually presents the stub portion of this card, with marks recorded, to the school to which he is transferring.

HOMEWORK

Homework is a necessary part of each pupil's educational program. Meaningful homework is reasonable and is related to classwork and the goals of the course of study; emphasizes quality rather than quantity; and is consistent with the grade level and maturity of the pupil. Assignments should be purposeful and clear. They should be based on an analysis of the needs of the class, with modifications for individuals when feasible. It is the responsibility of the principal to implement the homework policy.

The following is a guide for schools in developing a schedule of total required time for homework:

SCHEDULE

Grade 7	–	½ to 1 hour per day, 4 days per week
Grade 8	–	1 hour to 1½ hours per day, 4 days per week
Grade 9	–	1 hour to 2 hours per day, 4 days per week
Grades 10-12	–	2 to 3 hours per day, 5 days per week

Homework is purposeful when it provides the pupil with time to complete assignments started in class; develops good work habits and a sense of responsibility for completing tasks when they are due; and provides opportunities for the pupil to engage in creative projects, self-directed activities, and research in the area of his developing interests.

THE PUPIL'S RESPONSIBILITY is to keep an accurate record of assignments; have necessary materials at hand; follow study techniques outlined by the teacher; apply and practice skills learned in class; strive for the best quality of work of which he is capable; and complete assignments on time.

THE TEACHER'S RESPONSIBILITY is to furnish specific, reasonable assignments which are related to classwork and available materials; make certain that the pupil understands the assignment and the reasons for it; teach necessary study skills; and utilize and evaluate homework.

THE PRINCIPAL'S RESPONSIBILITY is to work with teachers to establish and implement a reasonable homework schedule; explain the homework policy to parents; and make library facilities available for study.

THE PARENT'S RESPONSIBILITY is to encourage systematic study; show interest in assignments; commend satisfactory performance; and provide conditions conducive to home study.

CREDIT

The minimum period for which credit is granted in any course is one semester period (one period per week for one semester). Most subjects are taught for one period per day, five days per week for one semester, and provide five semester periods of credit. Exceptions are subjects taught on a split-semester basis (one period per day, five days per week for one-half semester, providing two and one-half semester periods of credit), or on a split-week basis (such as one period per day, two or three days per week for one semester, providing a proportionate number of semester periods of credit).

SPECIAL POLICIES

RESIDENCE REQUIREMENT

To be eligible for graduation from senior high school, the pupil must attend the school from which he is to receive a diploma for one semester and complete 15 or more semester periods of work during the senior year at that school. Pupils who are enrolled for only a part of the final semester (A12) should make arrangements to receive their diplomas from the school from which they transferred.

PUPIL TRANSFERS

Pupils who are enrolled for the senior year and who have transferred to a Los Angeles high school from a school outside the district should not be unreasonably deferred from graduation because of a failure to meet district requirements prescribed for pupils prior to enrollment in Grade 12. If such pupils have presented transcripts indicating a generally satisfactory record for Grades 10 and 11 and are able to pursue studies expected of pupils during the twelfth year, graduation should be planned to take place at the usual time. In such cases, the approval of the principal is necessary to waive district requirements which have not been met.

Credit granted by any school in the Los Angeles Unified School District must be accepted at full value by any other school in the Los Angeles City School Districts to which a pupil transfers.

MODIFICATION OF SUBJECT REQUIREMENTS

In rare individual instances, a modification may be made in the graduation requirements to permit the granting of a diploma to a pupil who for valid reasons has not satisfactorily completed all of these requirements. In such instances, the principal is authorized to modify district subject requirements by permitting the substitution of an appropriate equivalent subject. In no case, however, may he lower the minimum credit requirement or waive a State requirement. The explanation for the modification is to be reported to the Area Superintendent, recorded on the pupil's cumulative record card, and signed by the principal.

When temporary modification of basic graduation requirements for large groups or entire classes appears to be necessary, prior approval of the Area Superintendent is required.

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BASIC CURRICULUM

GRADE 7	GRADE 8	GRADE 9
2 sem. ENGLISH	2 sem. ENGLISH	2 sem. ENGLISH
B7 GEOGRAPHY A7 HISTORY AND GEOGRAPHY	*U.S. HISTORY AND GEOGRAPHY 1 AND 2	1 sem. WORLD HISTORY AND GEOGRAPHY 1
2 sem. MATHEMATICS	2 sem. MATHEMATICS	1 sem. MATHEMATICS
2 sem. FINE ARTS (ART AND MUSIC)	B8 HEALTH SCIENCE A8 SCIENCE	1 sem. SCIENCE
2 sem. PRACTICAL ARTS		
2 sem. PHYSICAL EDUCATION	2 sem. PHYSICAL EDUCATION	2 sem. PHYSICAL EDUCATION

This chart shows the subjects which are required of all pupils enrolled in junior and senior high schools. In addition to the subjects required in the basic curriculum, opportunity is provided for a guided choice of electives. Refer to summary of basic curriculum requirements on pages 20 and 22.

REQUIRED OF ALL PUPILS

<table>
<tr><th>GRADE 10</th><th>GRADE 11</th><th>GRADE 12</th></tr>
<tr><td>2 sem. ENGLISH</td><td>B11 ENGLISH</td><td>1 sem. ENGLISH (COMPOSITION)</td></tr>
<tr><td>1 sem. WORLD HISTORY AND GEOGRAPHY 2</td><td>*U.S. HISTORY 1 AND 2</td><td>*B12 sem. — U.S. GOVERNMENT
A12 sem. — any 12th grade social studies subject authorized to complete State requirement of one year of Govt.</td></tr>
<tr><td colspan="3">2 sem. MATHEMATICS</td></tr>
<tr><td colspan="2">2 sem. LABORATORY SCIENCE</td><td></td></tr>
<tr><td colspan="3">1 sem. ART OR MUSIC</td></tr>
<tr><td colspan="3">1 sem. PRACTICAL ARTS</td></tr>
<tr><td colspan="3">6 sem. PHYSICAL EDUCATION
1 sem. HEALTH EDUCATION is required and may substitute for one sem. of PHYSICAL EDUCATION (B11-A12)</td></tr>
<tr><td>½ sem. GUIDANCE
½ sem. DRIVER EDUCATION</td><td colspan="2"></td></tr>
<tr><td colspan="3">**Completion of a prescribed major sequence.</td></tr>
</table>

*Passing the course and passing an examination as required by the California Education Code.
**Refer to section on major sequences, pages 30-53.

BASIC CURRICULUM OF JUNIOR AND SENIOR HIGH SCHOOLS

Subjects required of all junior and senior high school pupils constitute the basic curriculum. It continues to build upon previous learnings in fulfilling the educational purposes of the Los Angeles City Schools. This curriculum provides the basic learnings needed by all citizens in a democracy and experiences and enrichment in areas of particular interest and aptitude. The basic curriculum is designed to assure a reasonable continuity of learning experiences and to provide a placement of courses appropriate to the maturity levels of pupils. The required program of studies presents a balanced curriculum of academic subjects, fine arts, practical arts, physical education, and health education. In the senior high school, the basic curriculum provides both general education through the basic requirements and specialized education through the choice of a major sequence as determined by each pupil's goals.

Subject fields in the basic curriculum of the junior and senior high schools are described briefly in the following paragraphs.

ENGLISH Ten semesters: Six semesters in junior high school
***Four semesters in senior high school**

The English program consists of language study, composition (both oral and written), and study of literature. Pupils are taught to think clearly and to organize their thoughts; to listen and read with understanding and discrimination; to speak and write so as to communicate facts and ideas exactly; to enjoy and appreciate a variety of forms of literature; to understand the grammatical structure of the language and to employ accepted usage; to use library research techniques; to spell and punctuate correctly; and to write legibly. Pupils learn to utilize these skills and knowledges for the development of ideas, attitudes, ideals, and values. From the study of literature, pupils develop universal values of thought and an understanding of the achievements which characterize civilization.

All components of English are taught in every course in junior and senior high school. Senior high school classes present further instruction on a more mature level, with greater emphasis on critical thinking, ability to organize ideas, and development of library skills.

In junior high school, English is required every semester. In senior high school, four courses are required, one of which must be a twelfth-grade composition course chosen from the following: Advanced Composition, Senior Composition, Senior English, Advanced Placement English, Writer's Seminar, or (in special cases, with the principal's permission) Creative Writing. A Business Education major may fulfill this composition requirement by taking Business English in the twelfth grade; or by taking Transcription,

*Five or more semesters are required in some major sequences.

if he has taken Business English in the A11 semester. A pupil who receives a final mark of A or B in B10 English may substitute a course in drama, journalism, or speech for the required A10 English.

SOCIAL STUDIES (Geography, History, and Government) **Ten semesters:** **Five semesters in junior high school** **Five semesters in senior high school**

The total social studies program is designed to help the pupil become an informed, loyal, participating citizen – one who knows the American heritage; who understands local, national, and world conditions; and who appreciates and fosters the principles of American democracy. Social studies courses provide pupils with knowledge and understanding of the geography and of the political, economic, and social development of the United States and of other nations, with emphasis placed upon the values of the American system. Practice in critical thinking, map reading, written and oral communication, and use of library and community resources is emphasized.

The junior high school program builds upon the study of geography, history, and civics taught in the elementary school. All courses are designed to meet the requirements of the *California Education Code*. In the seventh grade, the world setting for the beginning of our nation is presented through a study of geography and history of the regions in which Western civilization began. Courses in the eighth grade provide a study of American institutions and ideals; the Constitution; the history of the United States, including significant aspects of California history; and federal, state and local government. In the ninth grade, the study of world history and geography which was begun in the seventh grade is continued for one semester.

The senior high school program is designed for pupils who are becoming increasingly mature and is planned to meet the requirements of the *California Education Code*. In the tenth grade, one semester of world history and geography is required to complete the sequence which was begun in junior high school. In Grades 11 and 12, all pupils study United States history, including significant aspects of California history; American institutions and ideals; American government, emphasizing the Constitution; and the principles of state and local government under the Constitution of the State of California. In the A12 semester, the functioning of federal, state and local governments is studied in relation to problems in economics, international relations, sociology, and current history or California history. The pupil elects one of the authorized courses offered in the twelfth grade to meet the state requirements.

MATHEMATICS **Seven semesters:** **Five semesters in junior high school**
Two semesters in senior high school

Secondary mathematics requirements are intended to contribute to the general education of all pupils by providing a core of mathematical skills and understandings adequate to meet the needs of the average adult. At the same time the mathematics curriculum is designed to develop a broad foundation and background for those pupils who pursue specialized study in mathematics and related fields.

The junior high school program provides an understanding of the basic principles that underlie the structure of mathematics. It develops abilities in such areas as numbers and operations, geometry, measurement, applications, functions and graphs, sets, mathematical sentences, and logic. Skills in the use of fundamental processes of arithmetic are strengthened and developed further.

In the senior high school, a minimum of two semesters of mathematics is required for graduation.* Opportunities are provided to deepen understandings of mathematics principles, strengthen computational skills, acquire mature experiences in quantitative thinking, develop abilities in problem solving, and increase economic competence. Five types of programs are offered: college preparatory, high school general, industrial, business, and remedial mathematics.

SCIENCE **Four semesters:** **Two semesters in junior high school**
Two semesters in senior high school

The impact of science upon twentieth century life makes it imperative that every pupil have an understanding of basic science principles to comprehend the environment in which he lives. Broad knowledge of science will provide him with a basis for understanding the social implications of scientific advancements. The study of science contributes to the development of scientific thinking and problem-solving skills. For these reasons, four semesters of science are required of all pupils.

In the junior high school, the pupil is provided two semesters of sequential instruction in such areas as the structure of matter; activities and environment of living things; astronomy; geology; meteorology; and atomic, mechanical and electrical energy.

In the senior high school, selection of a two-semester laboratory science course required in Grade 10 or Grade 11 will be based on the pupil's interests, needs, and goals.

*A pupil who has participated in the accelerated mathematics program in junior high school and has completed Algebra 1, 2 and Geometry 1, 2 by the end of the B10 semester may be excused from the second semester of senior high school mathematics with special permission of the principal.

The following subjects are available to meet this requirement:

For Graduation from High School and Entrance to Some Colleges and Universities	For Graduation from High School and Entrance to the University of California, Other Universities, and Some Colleges
Biology 1, 2	Chemistry 1, 2
Modern Science 1, 2	Physics 1, 2
Industrial Science 1, 2	Advanced Biology 1, 2
	Advanced Physical Science 1, 2
	Physiology 1, 2

Pupils who plan to enter a college or university should refer to college catalogs for specific admission requirements and prerequisites for prescribed college courses. (Refer to pages 24-27.) The counseling staff and guidance teachers provide assistance in interpreting the college catalogs.

FINE ARTS: ART AND MUSIC Three semesters: Two semesters in junior high school
One semester in senior high school

To provide all pupils with a balanced education, it is imperative that they develop understandings of art and music both as a significant part of their cultural heritage and as an important component of their present-day environment. These experiences, which provide opportunities for pupils to use and understand the fine arts as a means of communication, are both emotionally compelling and intellectually challenging. Through them, pupils grow in sensitivity to beauty and develop judgments of value as a basis for making choices in music and art, both now and in the future.

In the junior high school, one semester of art and one semester of music are required to provide the pupil with an opportunity to discover and develop interests, talents, understandings, and skills. The required class in art provides opportunities to study color and design, with emphasis on appreciation and individual experimentation. It is recommended that the requirement in music be met by General Music 1, which includes activities in singing and listening. These provide growth in musical awareness, sensitivity, understanding, insight, and discrimination.

In senior high school, one semester of art or one semester of music is required to build upon the experiences gained in the junior high school in terms of the increased maturity of the pupil. The emphasis is upon the arts as a part of general education rather than upon specialized activities. In art, classes are offered in World of Art, Senior High Art, and Art History and Analysis. In music, courses which fulfill the requirement may involve performance, but they must include such intellectually oriented activities as directed listening, reading, and discussion which will lead to an understanding of the inherent nature and

function of music as an art. It is recommended that pupils who choose to meet the fine arts requirement in music enroll in World of Music or in Music Literature and Analysis.

PRACTICAL ARTS **Three semesters: Two semesters in junior high school**
One semester in senior high school

An integral part of the general education of all pupils, the Practical Arts program is intended to provide a basic understanding of home, business, and industry through study and representative activities. The program contributes to personal, economic, and social competence — a major goal of the curriculum.

Junior high school pupils are required to take two semesters of Practical Arts in the seventh grade.

Girls enroll in Home Economics 1 and 2, subjects which are exploratory in nature, and study all areas of home economics, such as clothing, food, housing, child care, management, and family relationships. Objectives of these subjects include learning to appreciate family life; to sew and to care for one's appearance, clothing, and health; to plan, prepare, and serve nutritious family meals; to develop wholesome attitudes, values, and qualities of courtesy and graciousness; and to discover talents and educational interests.

The requirement for boys in junior high school is fulfilled in the seventh grade by enrollment in two semesters of Practical Arts which include four of the following 10-week subjects: Industrial Drawing 1, Wood 1, Electricity 1, Metal 1, and Agriculture 1. It is strongly recommended that the B8 Practical Arts elective for boys consist of 10 weeks of Graphic Arts 1 and 10 weeks of a Practical Arts subject not taken in the seventh grade.

In senior high school, the Practical Arts requirement of one semester may be fulfilled by taking a course in agriculture, business, home economics, or industrial education. These courses provide experience on a more mature level to develop and broaden understanding of the world of work and of human relations in everyday life. Skills, values, and understandings are developed in relation to the production, distribution, and use of products and services. Senior Home Economics is recommended as the requirement for all girls. Work Experience may be considered as one of the Practical Arts.

GUIDANCE **Guidance units in junior high school**
One-half semester course in senior high school

Junior high school pupils receive instruction in specific guidance units in the required English classes, and participate in guidance activities in the homeroom program. The requirement of a one-half semester course in Tenth Grade Guidance recognizes that the pupil finds himself in a new educational environment and that he has reached a new level of maturity, calling for a reappraisal of himself and his record of achievement. He learns to make important decisions involving his educational plans and career goals. He is assisted in developing the best educational program for himself in view of his abilities, needs, aptitudes, and vocational plans.

DRIVER EDUCATION One-half semester course in senior high school

Successful completion of a course in Driver Education is required of all senior high school pupils in accordance with the mandatory instruction in this subject prescribed by the *California Education Code*. Driver Education is designed to develop a knowledge of the motor vehicle laws and enforcement policies, a proper acceptance of personal responsibility in traffic, and a realization of the seriousness and consequences of traffic accidents. Learning activities develop an understanding of the way in which drivers and pedestrians react to situations. This instruction also develops a willingness to adjust to necessary restrictions and encourages attitudes of fair play and cooperation.

PHYSICAL EDUCATION Every semester

Physical Education is required every semester in junior and senior high school in accordance with the provisions of the *California Education Code*. The program is designed to develop physical competencies essential to daily living, work, safety, and recreation.

Courses in Physical Education offer a wide range of activities. They are designed to assist each pupil in reaching his potential in physical growth and development and to promote and enhance basic skills, strength, endurance, agility, coordination, rhythm, and grace. Provision is made for the development of an appreciation of the need for physical fitness and for a knowledge of how it is acquired and maintained. Planned activities include team games, dual and individual activities, gymnastics, and rhythmics. In the after-school program, additional opportunities are presented for the physically more capable and other interested pupils.

Corrective Physical Education classes provide corrective and remedial activities for pupils who cannot participate profitably in regular Physical Education classes.

HEALTH EDUCATION Two semesters: One semester in junior high school
One semester in senior high school

The ability of pupils to profit from their instruction in school and to function as mature individuals is closely related to the status of their health. Health instruction forms part of the basic education of every pupil and includes development of concepts relating to the importance of personal health, recognition of the need to establish and maintain desirable health practices, and study of the relationship of health to growth and maturation. Instruction in first aid and in the nature and effects of tobacco, alcohol, and narcotics fulfills the state requirements.

In the junior high school, health instruction is provided in the Health Science course in the B8. In senior high school, the required semester of Health Education may be substituted for one semester of Physical Education or may be taken as an elective.

JUNIOR HIGH SCHOOL PROGRAM

A basic curriculum required of all pupils and a guided choice of electives comprise the junior high school program. Pupils are provided an education in basic skills, knowledges, and appreciations and an opportunity for exploration in areas of special interests and needs. The program of studies builds upon the education begun in the elementary schools and provides a gradual transition to educational activities serving the needs of young adolescents. Pupils are expected to earn passing marks in the various subjects of the prescribed curriculum. In special instances in which a pupil will not benefit from repetition of a subject, the principal may authorize the substitution of an equivalent subject for one prescribed by district policy.

Pupils are guided to take electives which expand areas of experience, provide enrichment, or develop specific skills. In Grade 9, pupils may enroll in Algebra and Foreign Language courses which will apply toward meeting the requirements of a high school major sequence.

SUMMARY OF JUNIOR HIGH SCHOOL REQUIREMENTS

ENGLISH	6 Semesters
SOCIAL STUDIES (Geography, History, and Government)	5 Semesters
MATHEMATICS	5 Semesters
SCIENCE	2 Semesters
FINE ARTS (Art and Music)	2 Semesters
PRACTICAL ARTS (Agriculture, Industrial Arts, and Home Economics)	2 Semesters
PHYSICAL EDUCATION	Must be taken during one period each day
HEALTH SCIENCE	1 Semester

HOMEROOM

The homeroom is a regularly scheduled class which helps the pupil to make the transition between the elementary school and the junior high school and serves as a "home" for him. A pupil remains in the homeroom with the same teacher and same group of pupils during his three years in junior high school. The homeroom teacher has the opportunity to become acquainted with, understand, and guide pupils. The homeroom can help to satisfy each pupil's need to belong, to be accepted, and to participate in a peer group.

Opportunities for group guidance can be offered more effectively in the homeroom than elsewhere in the school. The less formal atmosphere permits group discussions of important topics when they are of most concern to the pupils. These discussions center

around such problems as adjustment to the new school, improvement of study and work habits, development of moral and spiritual values, participation in school government, and selection of class programs.

JUNIOR HIGH SCHOOL DIPLOMA

When a pupil is awarded the junior high school diploma, it is recognized that he has been found worthy in character and citizenship and has satisfactorily completed a course of study as prescribed by the Los Angeles City Board of Education and the State of California.

To meet the character and citizenship requirements for graduation, a pupil must have fulfilled in Grade 9 the *California Education Code* requirements relative to worthy character and citizenship. Frequent or serious violations of school regulations may disqualify a pupil from receiving a diploma.

To complete satisfactorily the course of study prescribed by the Board of Education, a pupil must have passing marks in at least ten subjects in the last two semesters of his junior high school enrollment, five of which must be passed in the A9 semester; he must complete at least four semesters of attendance in a junior high school or its equivalent; and he must have been enrolled in the A9 semester.

To complete satisfactorily requirements in American history and government, a pupil must have passing marks in B8 and A8 United States History and Geography. These courses fulfill the *California Education Code* requirement for mandatory instruction in the Constitution of the United States and in American history, including the study of American institutions and ideals, the history of California, and the principles of State and local government established under the Constitution of this State. The Education Code also provides that no pupil may receive a diploma unless he has satisfactorily passed an examination in each of these courses.

A pupil who was enrolled in a Los Angeles city junior high school in Grade 8 must have on record passing marks in B8 and A8 United States History and Geography to be eligible to receive a diploma. A pupil who was not enrolled in a Los Angeles city junior high school in Grade 8 need not meet this requirement, nor need he pass a special test in these subjects to qualify for a diploma.

CALIFORNIA EDUCATION CODE REQUIREMENTS

The Los Angeles City Schools meet the requirements specified in the *California Education Code* and the *California Administrative Code, Title 5, Education,* by providing instruction in:

Alcohol, Narcotics, and Tobacco
English (including Speech)
Fire Prevention
First Aid
Foreign Language (7th and 8th grade)
History (American history and world history and geography)
Manners, Morals, and Citizenship
Public Safety and Accident Prevention

SENIOR HIGH SCHOOL PROGRAM

Comprehensive in organization, the Los Angeles city senior high schools provide an educational program to meet the needs of all pupils. This program is designed to provide both the basic education needed by citizens in a democracy and the specialized education determined by each pupil's goals. Building upon and reinforcing previous instruction, new, specialized courses are offered which are appropriate to each pupil's needs and which will help him to achieve post-high school or vocational objectives.

Each pupil must complete the basic curriculum, including a major sequence in a subject field of his own choice. Pupils are expected to earn passing marks in the various subjects of the prescribed curriculum. In special instances in which a pupil will not benefit from repetition of a subject, the principal may authorize the substitution of an equivalent subject for one prescribed by district policy. Electives permit the development of additional skills or provide enrichment and continuity of learning experiences. The basic curriculum and the choice of major sequence and of electives furnish a flexible program which provides for the needs of pupils of varying abilities and interests and of different levels of maturity.

SUMMARY OF SENIOR HIGH SCHOOL REQUIREMENTS

	Semester	Semester Periods
ENGLISH	4	20
SOCIAL STUDIES (Geography, History, and Government)	5	25
MATHEMATICS	2	10
SCIENCE (Two semesters of a laboratory science)	2	10
FINE ARTS (Art or Music)	1	5
PRACTICAL ARTS (Agriculture, Industrial Education, Home Economics, Business Education, or Work Experience)	1	5
GUIDANCE	½	2½
DRIVER EDUCATION	½	2½
PHYSICAL EDUCATION	Must be taken during one period each day in senior high school	
HEALTH EDUCATION	1	5
MAJOR SEQUENCE (Refer to pages 30-53.)	Completion of a prescribed major sequence	

MAJOR SEQUENCES

Major sequences have been prescribed to provide a strengthened and individualized program of instruction in the senior high school. This program will help each pupil to develop his intellectual powers in accordance with his abilities, to develop the knowledge and skills essential to responsible citizenship, and to prepare him for further study or for employment after high school. Each major sequence includes the basic curriculum required of all pupils, a sequence of prescribed subjects in the field of the major, and a choice of electives.

SENIOR HIGH SCHOOL DIPLOMA

The senior high school diploma indicates that the recipient has been found worthy in character and citizenship and has satisfactorily completed a required curriculum, including all state requirements and a major sequence as prescribed by the Los Angeles City Board of Education. The name of the major sequence completed by the pupil will be indicated on the high school diploma.

Pupils must complete the *California Education Code* requirements relative to worthy character and citizenship as stated in the *California Administrative Code, Title 5*, Section 102.

To complete satisfactorily Administrative Code requirements in American history and government, a pupil must receive passing marks in B11 and A11 United States History, including California history; in B12 United States Government; and in an A12 social studies course authorized to complete the state requirement of the one year study of government. These courses also fulfill the requirement for mandatory instruction in the Constitution of the United States and in American history, including the study of American institutions and ideals, the history of California, and the principles of State and local government established under the Constitution of this State. No pupil may receive a diploma unless he has satisfactorily passed an examination in B11 and A11 United States History and in B12 United States Government. (Refer to page 8 for list of special policies.)

When the work of a pupil is superior in quality, this achievement is recognized by the placement of a seal on the senior high school diploma. Two types of seals are used to indicate two degrees of distinction, based on grade point averages obtained for work completed in Grades B10 to B12, inclusive, in all subjects except Physical Education. The two degrees of distinction so designated are:

Gold Seal – "With high honors"; for pupils who have achieved an A– or A average (grade point average of 3.6 - 4, inclusive).

Silver Seal – "With honors"; for pupils who have achieved a B or B+ average (grade point average of 3.0 - 3.59, inclusive).

SENIOR HIGH SCHOOL CERTIFICATE

A pupil who is classified as educable but who has not met prescribed standards for the diploma will be awarded a senior high school certificate, provided that (1) his citizenship and attendance have been satisfactory and (2) his achievements have been commensurate with his abilities.

CALIFORNIA EDUCATION CODE REQUIREMENTS

The Los Angeles City Schools meet the requirements specified in the *California Education Code* and the *California Administrative Code, Title 5, Education*, by providing instruction in:

Alcohol, Narcotics, and Tobacco
Driver Education
English (including Speech)
Fire Prevention
First Aid
History and Government
Manners, Morals, and Citizenship
Public Safety and Accident Prevention

REQUIREMENTS FOR ADMISSION

LOS ANGELES JUNIOR COLLEGES

ADMISSION REQUIREMENTS

1. High school graduate
   or
2. Person 18 years of age or older who is capable of profiting from the instruction.

Scholarship Requirement

None prescribed for admission.

Recommended Curriculum or Pattern of Subjects

1. A student planning to enroll in a transfer curriculum should complete in high school those subjects recommended by the college to which the student plans to transfer upon graduation from a college in the Los Angeles City Junior College District.

2. A student planning to enroll in a vocational training program should complete in high school appropriate courses in mathematics and science.

   For further information, a student should consult the catalog of the junior college which he plans to attend.

Testing

Placement examinations are required of all students (although the results will not be used to determine admission).

CALIFORNIA STATE COLLEGES

ADMISSION REQUIREMENTS

Graduation from high school and a satisfactory eligibility index.

Scholarship Requirement

Eligibility is determined by high school grade point average and results of the American College Test or the Scholastic Aptitude Test, as specified by the college.

A weighted combination of these two items provides an eligibility index. The student must achieve a total which places him among the upper one-third of California high school graduates.

A student earning a 3.2 or higher grade point average will be eligible regardless of test score, and a student earning less than 2.0 will be ineligible.

Grade point average calculation is determined by criteria established by the state colleges and is based on all work completed after graduation from the ninth grade.

Recommended Curriculum or Pattern of Subjects

Although there is no specified pattern required for admission, students are referred to individual college catalogs for information about recommended high school preparation and prerequisites for specific college courses and curricula.

Testing

All applicants must take either the American College Test or the Scholastic Aptitude Test, and must take the test during the junior or senior year, as specified by the individual college.

TO COLLEGES AND UNIVERSITIES

UNIVERSITY OF CALIFORNIA

ADMISSION REQUIREMENTS

Graduation from high school and (1) an average mark of B in courses used to meet the subject requirements, or (2) qualification by examination.

Scholarship and Subject Requirements

An average mark of B in the (a) to (f) subjects listed below, taken in the 10th, 11th and 12th grades.

a) History: U.S. Hist. 1, 2; U.S. Govt. — 2 sem.

b) English (may include Grade 9) — 6 sem.

c) Mathematics: Algebra (elem. and/or intermediate), Geometry, Trigonometry, etc. (May include Grade 9) — 4 sem.

d) Science: laboratory course taken in Grade 11 or 12. — 2 sem.

e) Foreign Language: at least 4 sem. of the same language (May include grade 9) — 4 sem.

f) Advanced course chosen from the following: — 2 sem.
- — Science: Chemistry or Physics in addition to d) above
- — Mathematics: in addition to c) above
- — Foreign Language: either 2 additional semesters of the language in e) above or 4 semesters of a different language.

Qualification by Examination

The University does not conduct entrance examinations but accepts the results of examinations administered by the Educational Testing Service for the College Entrance Examination Board. To qualify by examination, the applicant must take each of the following:

1. The SAT with a minimum total score of 1000.
2. Three achievement tests with a total minimum score of 1650 and a score of not less than 500 on any one. The three tests must include the following: (a) English composition, (b) social studies or foreign language, (c) mathematics or science.

The tests may not be taken before completion of the first half of Grade 11.

Requirements may change. For specific details, students are referred to current University of California undergraduate admissions circulars and/or individual college catalogs.

Testing

Students are not required to take tests unless they plan to qualify for admission by examination.

OTHER COLLEGES

Early in their high school careers, students planning to enter colleges and universities other than the University of California should consult the catalogs of those institutions for a description of entrance requirements and recommended preparations. These catalogs are available in the counselors' office. Students usually enter these institutions by:

1. Presenting evidence of high school graduation and a transcript of work completed.
2. Passing an entrance examination, such as that of the College Entrance Examination Board.
3. Providing both a transcript and a report of passing the examination.

Students should pay particular attention to the following items in referring to catalogs.

1. Requirements for admission or entrance to college: grade point average, pattern of courses, minimum test scores, application dates.
2. Requirements for admission to a specific curriculum within a college (e.g., Engineering Dept. requires high school drafting and 1 semester of trigonometry).
3. Prerequisites for specific college courses (e.g., Zoology requires high school chemistry or physics and 2 years of high school algebra or one year each of algebra and geometry).

SPECIFIC SUBJECTS REQUIRED FOR PUPILS PLANNING TO ATTEND THE UNIVERSITY OF CALIFORNIA

Pupils in the following major sequences must include the subjects listed below either as part of the basic science and mathematics requirement or as electives:

AGRICULTURE

ART

ENGLISH

INDUSTRIAL EDUCATION

MUSIC

SOCIAL STUDIES

Mathematics: Algebra 1 and 2; Geometry 1 and 2 or Algebra 3 and Algebra 4 or Trigonometry

Science: One year of a university certified laboratory science in the 11th or 12th grade (Chemistry, Physics, Physiology, Advanced Biology, or Advanced Physical Science)

Foreign Language: Two years of one foreign language

Advanced course: Chosen from the following:

Mathematics: One year of mathematics beyond the first two years, or

Science: One year of Chemistry or Physics in addition to the other science course chosen, or

Foreign Language: Either one additional year of the same foreign language, or two full years of a different language

FOREIGN LANGUAGE MAJOR SEQUENCE

Mathematics: Algebra 1 and 2; Geometry 1 and 2 or Algebra 3 and Algebra 4 or Trigonometry

Science: One year of a university certified laboratory science in the 11th or 12th grade (Chemistry, Physics, Physiology, Advanced Biology, or Advanced Physical Science)

MATHEMATICS MAJOR SEQUENCE

Option A:

Foreign Language: Two years of one foreign language

Option B:

Foreign Language: Two years of one foreign language

Science: One year of a university certified laboratory science in the 11th or 12th grade (Chemistry, Physics, Physiology, Advanced Biology, or Advanced Physical Science)

SCIENCE MAJOR SEQUENCE

Foreign Language: Two years of one foreign language

BUSINESS EDUCATION MAJOR SEQUENCE

The pupil who plans to select a major in business education at the University is advised to enroll in the Foreign Language, Mathematics, or Science major sequence in senior high school and to include the following electives in his program:

Typing 1 and 2; Shorthand 1 and 2; Shorthand 3 (and Transcription, if possible) or

Typing 1 and 2; Bookkeeping 1 and 2; Bookkeeping 3 (and 4, if possible)

HOME ECONOMICS MAJOR SEQUENCE

The pupil who plans to major in Home Economics at the University is advised to enroll in the Foreign Language, Mathematics, or Science major sequence in senior high school and to include the following electives in his program:

Foods and Management; Clothing and Textiles; Child Development and Family Health; Home Planning and Management; and Senior Home Economics.

SENIOR HIGH SCHOOL MAJOR SEQUENCES

Every pupil must complete a major sequence of prescribed subjects to qualify for graduation from senior high school. Cooperative planning by parents, pupil, and the school will guide the selection of the particular major sequence which will enable the pupil to achieve a goal appropriate to his needs, abilities, and interests. Since several major sequences require subjects to be taken in Grade 9, early planning is necessary. Tentative decisions must be made during the pupil's enrollment in the junior high school. Pupils interested in college entrance, technical training, and apprenticeship should investigate the admission requirements and opportunities of the college or industry of their choice. These requirements and recommended subjects should be included in the pupil's program of studies.

In recognition of the wide range of individual differences among pupils, most of the major sequences are flexible. As a rule, they contain several options and vary in semester period requirements from 150 to 170. However, no single major sequence contains all of the requirements for admission to the University of California, nor do they necessarily meet the requirements of other colleges and universities. For these reasons, it is imperative that the pupil who intends to enter the University of California or another institution study the appropriate catalogs and confer with his counselor to assure that he will have completed the necessary electives before graduation from high school. (Refer to pages 24-27.)

SENIOR HIGH SCHOOL MAJOR SEQUENCES

AGRICULTURE 30
- Vocational Agriculture
- Horticulture
- Agriculture

ART 32
- Painting and Drawing
- Advertising Design
- Design Crafts
- Photography

BUSINESS EDUCATION 34
- Stenography
- Bookkeeping
- Clerical
- Sales-Merchandising

ENGLISH 36

FOREIGN LANGUAGE 38
- Option A
- Option B
- Option C

HOME ECONOMICS 40
- Home Economics
- Home Economics-Business

INDUSTRIAL EDUCATION 42
- Industrial Occupations
- Industrial Arts

MATHEMATICS 44
- Option A
- Option B

MUSIC 46

SCIENCE 48
- Option A
- Option B

SOCIAL STUDIES 50

GENERAL 52

AGRICULTURE

The Agriculture Education Major is planned for pupils who wish to study modern methods of plant production and landscape design or to prepare for occupations in such fields as nursery management and plant, animal, and soil science. To accommodate pupils who have different interest levels, educational goals, and occupational choices, three options are provided, each with a different emphasis.

Pupils who plan to enter a college or university should refer to college catalogs and consult with their counselors concerning specific admission requirements and prerequisites prescribed for college courses. (Refer to pages 24-27.)

OPTIONS

Vocational Agriculture

Horticulture

Agriculture

BASIC CURRICULUM

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS REQ.	SEMESTERS ELECT.	SEM. PER.
MAJOR: AGRICULTURE EDUCATION			
VOCATIONAL AGRICULTURE (160)			
Voc. Agriculture	8		40
Electives		3	15
HORTICULTURE (150)			
Agriculture	6		30
Electives		3	15
AGRICULTURE (150)			
Agriculture	6		30
Electives		3	15
BASIC:			
English	4		20
Social Studies	5		25
Mathematics	2		10
Science	2		10
Art or Music	1		5
*Practical Arts	(1)		
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*The basic requirement of 1 semester of Practical Arts is included in the major.

MAJOR SEQUENCE

GRADE 10	GRADE 11	GRADE 12
*Vocational Agriculture 1-6		
**Electives chosen from any subject field (3 sem.)		
Horticulture 1-2	Horticulture 3-4	Horticulture 5-6
**Electives chosen from any subject field (3 sem.)		
Agriculture 1-2	Animal Husbandry 1-2 or Horticulture 1-2	Animal Husbandry 3-4 or Horticulture 3-4
**Electives chosen from any subject field (3 sem.)		
English B10, A10	English B11	English (comp.) Grade 12
World Hist. and Geog. 2	U.S. History 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
Mathematics (2 sem.)		
***Science (2 sem.)		
Art or Music (1 sem.)		
Practical Arts — Basic requirement met in major sequence		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

*The Vocational Agriculture Option meets the minimum requirements of the California State Plan. It requires the pupil to complete a minimum of forty semester periods of Vocational Agriculture.

**These electives may be needed to fulfill college entrance requirements. (Refer to the statement on page 30.)

***Plant and Soil Science meets the high school graduation requirement and the entrance requirement to some branches of the University of California.

ART MAJOR

OPTIONS

Painting and Drawing

Advertising Design

Design Crafts

Photography

The Art Major is planned for pupils who have a special interest in art or who plan to take additional work in a professional art school in preparation for a career in this field. To accommodate pupils of different abilities and interests, four options have been provided.

Pupils who plan to enter a college or university should refer to college catalogs and consult with their counselors concerning specific admission requirements and prerequisites for prescribed college courses. (Refer to pages 24-27.)

BASIC CURRICULUM

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS		SEM. PER.
	REQ.	ELECT.	
MAJOR: ALL OPTIONS (150)			
Art	6		30
Music	1		5
Electives		2	10
BASIC:			
English	4		20
Social Studies	5		25
Mathematics	2		10
Science	2		10
*Art or Music	(1)		
Practical Arts	1		5
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*One semester of Music is required for this major.

SEQUENCE

GRADE 10	GRADE 11	GRADE 12
*World of Art or Sr. High Art or Design (2 sem.)	Life Drawing (1 sem.) and Painting & Drawing (1 sem.)	Life Drawing 2, Painting & Drawing 2, 3, and/or Art elective (2 sem.)
Music elective (1 sem.) **Electives chosen from any subject field (2 sem.)		
*World of Art or Sr. High Art or Design or Design Crafts (2 sem.)	Painting & Drawing, Adv. Des., Photography, or Art Prod., (2 sem.)	Adv. Des., Prints & Illus., Art Prod., or Art elective (2 sem.)
Music elective (1 sem.) **Electives chosen from any subject field (2 sem.)		
*World of Art or Sr. High Art or Design or Design Crafts (2 sem.)	Design Crafts, Jewelry, or Ceramics (2 sem.)	Design or Design Crafts (1 sem.) *World of Art or Art elective (1 sem.)
Music elective (1 sem.) **Electives chosen from any subject field (2 sem.)		
World of Art or Sr. High Art and Photography 1 (2 sem.)	*World of Art or Sr. High Art or Design and Photography 2 (2 sem.)	Photo 3 or Photo Prod. (1 sem.); Adv. Photo or *World of Art (1 sem.)
Music elective (1 sem.) **Electives chosen from any subject field (2 sem.)		
English B10, A10	English B11	English (comp.) Grade 12
World Hist. and Geog. 2	U.S. History 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
Mathematics (2 sem.)		
Science (2 sem.)		
Art or Music — Basic requirement met in major sequence		
Practical Arts (1 sem.)		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

Two semesters of Art taken in grade 8 or 9 are equivalent to the course entitled Senior High Art. However, 30 semester periods of Art in the senior high school are required for the Major.

*World of Art is required of all Art majors, unless the pupil takes Art History and Analysis.

**These electives may be needed to fulfill college entrance requirements. (Refer to the statement on page 32.)

BUSINESS EDUCATION

The Business Education Major is designed to prepare the pupil for employment after graduation or for further study. It prepares for initial employment in stenography, bookkeeping, accounting, and other office occupations, as well as for employment in sales and distribution.

Pupils who plan to pursue a Business major at a university are referred to pages 24-27 for a recommended subject pattern and list of additional requirements for college or university admission.

OPTIONS

Stenography

Bookkeeping

Clerical

Sales-Merchandising

BASIC CURRICULUM

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS REQ.	SEMESTERS ELECT.	SEM. PER.
MAJOR: BUSINESS EDUCATION			
STENOGRAPHY (170)			
Business	13		65
BOOKKEEPING (170)			
Business	11		55
Electives		2	10
CLERICAL (160)			
Business	10		50
Electives		1	5
SALES-MERCHANDISING (150)			
Business	9		45
BASIC:			
English	4		20
Social Studies	5		25
Mathematics	2		10
Science	2		10
Art or Music	1		5
*Practical Arts	(1)		
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*The basic requirement of 1 semester of Practical Arts is included in the major.

MAJOR SEQUENCE

GRADE 10	GRADE 11	GRADE 12
*Typing 1, 2;** Gen. Bus. 1 or 2; Bookkeeping 1 (A10)	Shorthand 1-2; Typing 3; *** Bus. English (A11)	Shorthand 3-4; *** Transcript. 1-2; Office Procedures 1-2
*Typing 1, 2; **General Business 1 or 2	Bookkeeping 1-2; Sales 1; Business Machines 1	Bookkeeping 3-4; Bus. English; Office Procedures 1-2
Electives chosen from any subject field (2 sem.)		
*Typing 1, 2; **General Business 1 or 2	Typing 3; Bookkeeping 1; Sales 1; Bus. Mach. 1	Office Procedures 1-2; Bus. Eng.; Bus. elect. (1 sem.)
Electives chosen from any subject field (2 sem.)		
*Typing 1, 2; **General Business 1 or 2	Sales 1-2; Bookkeeping 1; Business Machines 1	Merchandising 1-2; Business English
English B10, A10	English B11	†English (comp.) Grade 12
World Hist. and Geog. 2	U.S. History 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
††Mathematics (2 sem.)		
Science (2 sem.)		
Art or Music (1 sem.)		
Practical Arts — Basic requirement met in major sequence		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

*Typing 2 may be taken if Personal Typing 1 and 2 were completed in junior high school, or Personal Typing 1 was completed with a mark of A or B.

**General Business 1 may not be repeated in senior high school if completed in junior high school.

***The Stenography major who takes Business English in Grade A11 may substitute Transcription 1 for the required semester of English composition in Grade 12.

†English composition requirement is met by Business English.

††Business Education majors may be excused from a second semester of mathematics if they have passed at least one semester of high school mathematics (other than Basic Mathematics) with a C or better and have completed Bookkeeping 1 and 2.

ENGLISH MAJOR

MAJOR

BASIC CURRICULUM

The English Major is planned for the pupil whose interests are in humanities or in communication skills. Some of the appropriate professional or vocational fields are teaching, journalism, theater, and writing. This major also may offer a general background for the pupil who later chooses to specialize in theology, some phase of government work, service occupations, or in a vocation requiring facility in the use of oral or written language. The pupil may specialize in one of the English performance areas (drama, speech, or journalism).

Pupils who plan to enter a college or university should refer to college catalogs and consult with their counselors concerning specific admission requirements and prerequisites for prescribed college courses. (Refer to pages 24-27.)

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS		SEM. PER.
	REQ.	ELECT.	
MAJOR: ENGLISH (160)			
English	8		40
Social Studies	1		5
Electives		5	25
BASIC:			
*English	(4)		
Social Studies	5		25
Mathematics	2		10
Science	2		10
Art or Music	1		5
Practical Arts	1		5
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*The basic requirement of 4 semesters of English is included in the major.

SEQUENCE

GRADE 10	GRADE 11	GRADE 12
English B10, *A10	English B11	English (comp. Grade 12
**English electives (4 sem.)		
Social Studies electives (1 sem.)		
***Electives chosen from any subject field (5 sem.)		
English — Basic requirement met in major sequence		
World Hist. and Geog. 2	U.S. Hist. 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
Mathematics (2 sem.)		
Science (2 sem.)		
Art or Music (1 sem.)		
Practical Arts (1 sem.)		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

*The pupil who elects the English major may **not** substitute drama, journalism, or speech for the prescribed A10 English course.

**This requirement may be met by a concentration in or a combination of such areas as drama, journalism, literature, and speech. Basic Reading and Reading Improvement may not be used as electives to fulfill this requirement.

***These electives may be needed to fulfill college entrance requirements. (Refer to the statement on page 36.)

FOREIGN LANGUAGE

The Foreign Language Major is planned for the pupil who wishes to acquire a functional knowledge of or proficiency in a foreign language in high school. Some of the appropriate professional or vocational fields for this major are foreign language teaching, State Department Foreign Service, foreign travel service, and foreign cultural, technological or scientific missions. To accommodate pupils who have different interest levels, educational goals, and occupational choices, three options have been provided.

Pupils who plan to enter a college or university should refer to college catalogs and consult with their counselors concerning specific admission requirements and prerequisites for prescribed college courses. (Refer to pages 24-27.)

OPTIONS

A

B

C

BASIC CURRICULUM

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS REQ.	SEMESTERS ELECT.	SEM. PER.
MAJOR: FOREIGN LANGUAGE			
OPTION A (170)			
Foreign Language	10		50
English	1		5
Electives		1	5
*OPTION B (170)			
Foreign Language	6		30
English	1		5
Electives		5	25
OPTION C (160)			
Foreign Language	6		30
English	1		5
Electives		3	15
BASIC:			
English	4		20
Social Studies	5		25
Mathematics	2		10
Science	2		10
Art or Music	1		5
Practical Arts	1		5
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*To complete Option B, the pupil must begin his foreign language in Grade 9.

MAJOR SEQUENCE

GRADE 10	GRADE 11	GRADE 12
*Foreign Language 1-2	Foreign Language 3-4 Foreign Language 1-2	Foreign Language 5-6 Foreign Language 3-4
English elective (1 sem.) †Electives chosen from any subject field (1 sem.)		
**Foreign Language 3-4	Foreign Language 5-6	Foreign Language 7-8
English elective (1 sem.) †Electives chosen from any subject field (5 sem.)		
***Foreign Language 1-2	Foreign Language 3-4	Foreign Language 5-6
English elective (1 sem.) †Electives chosen from any subject field (3 sem.)		
English B10, A10	English B11	English (comp.) Grade 12
World Hist. and Geog. 2	U.S. History 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
Mathematics (2 sem.)		
Science (2 sem.)		
Art or Music (1 sem.)		
Practical Arts (1 sem.)		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

*To complete Option A, it is advisable for the pupil to begin a foreign language in Grade 9.

**To complete Option B, the pupil must begin his foreign language in Grade 9.

***In those instances in which students have completed Foreign Language 1 and 2 in Grade 9, the major sequence requirement may be satisfied by completion of Foreign Language 5 and 6. In such cases, students must take two additional semesters of electives.

†These electives may be necessary to fulfill college entrance requirements. (Refer to the statement on page 38.)

HOME ECONOMICS

OPTIONS

Home Economics

Home Economics-Business

The Home Economics Major provides a background which has practical value for girls, whether they are preparing to be homemakers or to have careers requiring the development of wage-earning skills. To accommodate pupils who have different interest levels, educational goals, and occupational choices, two options are provided. Each has a different emphasis.

Pupils who plan to pursue a Home Economics major at a college or university are referred to pages 24-27 for a recommended subject pattern and additional requirements for college and/or university admission. The counseling staff provides assistance in interpreting college catalogs.

BASIC CURRICULUM

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS		SEM. PER.
	REQ.	ELECT.	
MAJOR: HOME ECONOMICS			
HOME ECONOMICS (150)			
Home Economics	6		30
Electives		3	15
HOME ECONOMICS-BUSINESS (160)			
Home Economics	6		30
Business Education	4		20
Electives		1	5
BASIC:			
English	4		20
Social Studies	5		25
Mathematics	2		10
Science	2		10
Art or Music	1		5
*Practical Arts	(1)		
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*The basic requirement of 1 semester of Practical Arts is included in the major.

MAJOR SEQUENCE

GRADE 10	GRADE 11	GRADE 12
Clo. Pers. Dev. (1 sem.) Foods and Mgt. (1 sem.)	Clo. and Text. or Sr. Clo. (1 sem.); Child Dev. and Fam. Health, Home Plan. and Mgt., Home Living (1 sem. of each)	
*Electives chosen from any subject field (2 sem.)		
Clo. Pers. Dev. (1 sem.) Foods and Mgt. (1 sem.)	Clo. and Text. or Sr. Clo. (1 sem.); Child Dev. and Fam. Health, Home Plan. and Mgt., Home Living (1 sem. of each)	
Typing 1 or 2 (1 sem.) Typing 2 or Bus. elect. (1 sem.)	Bookkeeping 1, Sales 1 (1 sem. of each)	
*Electives chosen from any subject field (1 sem.)		
English B10, A10	English B11	English (comp.) Grade 12
World Hist. and Geog. 2	U.S. History 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
Mathematics (2 sem.)		
Science (2 sem.)		
Art or Music (1 sem.)		
Practical Arts — Basic requirement met in major sequence		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

In selected schools, an occupational training program can be planned within the Home Economics Option. Four semesters of occupational training conducted 2 hours per day in Grade 12 and two semesters of additional Home Economics subjects are required. One of the two additional subjects must be related to the field of occupational training.

*These electives may be needed to fulfill college entrance requirements. (Refer to the statement on page 40.)

INDUSTRIAL EDUCATION

OPTIONS

Industrial Occupations

Industrial Arts

BASIC CURRICULUM

The Industrial Education Major is planned for the pupil who wishes to explore vocational opportunities in industry or who expects to enter employment or skill training programs after graduation. To accommodate pupils of different interest levels, educational goals, and occupational choices, two options have been provided.

Pupils who plan to enter a college or university should refer to college catalogs and consult with their counselors concerning specific admission requirements and prerequisites for prescribed college courses. (Refer to pages 24-27.)

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS REQ.	SEMESTERS ELECT.	SEM. PER.
MAJOR: INDUSTRIAL EDUCATION			
INDUSTRIAL OCCUPATIONS (160)			
Industrial Education	10		50
Electives		1	5
INDUSTRIAL ARTS (150)			
Industrial Education	6		30
Electives		3	15
BASIC:			
English	4		20
Social Studies	5		25
Mathematics	2		10
Science	2		10
Art or Music	1		5
*Practical Arts	(1)		
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*The basic requirement of 1 semester of Practical Arts is included in the major.

MAJOR SEQUENCE

GRADE 10	GRADE 11	GRADE 12
Industrial Arts (2 sem.) Industrial Draft (1 sem.)	Industrial Occupations (3-4 sem.) Industrial Occupations or Industrial Arts (1 sem.)	
*Electives chosen from any subject field (1 sem.)		
Industrial Arts (2 sem.)	Industrial Arts (2 sem.)	Industrial Arts (2 sem.)
*Electives chosen from any subject field (3 sem.)		
English B10, A10	English B11	English (comp.) Grade 12
World Hist. and Geog. 2	U.S. History 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
**Mathematics (2 sem.)		
Science (2 sem.)		
Art or Music (1 sem.)		
Practical Arts — Basic requirement met in major sequence		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

Pupils may enter the Industrial Occupations program in the B11, A11, B12, or A12, but may not qualify for meeting requirements of the Industrial Occupations Option with fewer than three semesters of Industrial Occupations.

Pupils who select the Industrial Arts Option must take a minimum of six semesters of industrial arts with not more than two semesters in any one shop selected from the following: Auto Mechanics, Electronics, Industrial Drafting, Metal, Graphic Arts, Industrial Crafts, Woodwork, or other Industrial Education subjects listed in the **Catalog of Authorized Subjects.** In Grade 12, students may take Industrial Occupations classes to fulfill the requirements of the Industrial Arts Option.

*These electives may be needed to fulfill college entrance requirements. (Refer to the statement on page 42.)
**Industrial Mathematics is recommended.

MATHEMATICS

OPTIONS

A

The Mathematics Major is planned for the pupil who expects to enroll in a college or university in some field which requires preparation in mathematics. To accommodate pupils who have different interest levels, educational goals, and occupational choices, two options are provided. Numerous fields require the program outlined under Option A. Examples of such fields are engineering, physical science, and electronic data processing.

B

Pupils who plan to enter a college or university should refer to college catalogs and consult with their counselors concerning specific admission requirements and prerequisites for prescribed college courses. (Refer to pages 24-27.)

BASIC CURRICULUM

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS REQ.	SEMESTERS ELECT.	SEM. PER.
MAJOR: MATHEMATICS			
OPTION A (170)			
Mathematics	6		30
Science	2		10
English	1		5
Electives		5	25
OPTION B (160)			
Mathematics	6		30
English	1		5
Electives		5	25
BASIC:			
English	4		20
Social Studies	5		25
*Mathematics	(2)		
Science	2		10
Art or Music	1		5
Practical Arts	1		5
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*The basic requirement of 2 semesters of Mathematics is included in the major.

MAJOR SEQUENCE

GRADE 10	GRADE 11	GRADE 12
*Geometry 1-2	Algebra 3, Algebra 4 or Trigonometry	Algebra 4 or Trigonometry, Math. Analysis
Biology 1-2	Chemistry 1-2 or Physics 1-2	
English elective (1 sem.) †Electives chosen from any subject field (5 sem.)		
**Algebra 1-2	Geometry 1-2	Algebra 3 and Algebra 4 or Trigonometry
English elective (1 sem.) †Electives chosen from any subject field (5 sem.)		
English B10, A10	English B11	English (comp.) Grade 12
World Hist. and Geog. 2	U.S. History 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
Mathematics — Basic requirement met in major sequence		
*** Science (2 sem.)		
Art or Music (1 sem.)		
Practical Arts (1 sem.)		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

*Pupils who elect Option A must complete Algebra 1 and 2 in Grade 9.

**In those instances in which students have completed Algebra 1 and 2 in Grade 9, the major sequence requirement may be satisfied by completion of Algebra 4 or Trigonometry. In such cases, students must take two additional semesters of electives.

***In Option A, the requirement of Biology 1 and 2 plus Chemistry 1 and 2 or Physics 1 and 2 includes the basic curriculum requirement.
In Option B, in addition to the basic requirement of two semesters of science, one year of advanced science is recommended.

†These electives may be needed to fulfill college entrance requirements. (Refer to the statement on page 44.)

MUSIC

MAJOR

BASIC CURRICULUM

The Music Major is designed for the pupil whose superior musical talent and achievement indicate probable vocational success as an instrumentalist, vocalist, arranger, composer, private teacher, public school teacher, or music librarian. For prospective music librarians and public school teachers, fulfillment of college entrance requirements is essential. The music subjects listed below generally are considered to be required for music majors at the college level.

Pupils who plan to enter a college or university should refer to college catalogs and consult with their counselors concerning specific admission requirements and prerequisites for prescribed college courses. (Refer to pages 24-27.)

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS		SEM. PER.
	REQ.	ELECT.	
MAJOR: MUSIC (150)			
Music	6		30
Art	1		5
Electives		2	10
BASIC:			
English	4		20
Social Studies	5		25
Mathematics	2		10
Science	2		10
*Art or Music	(1)		
Practical Arts	1		5
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*One semester of Art is required for this major.

MAJOR SEQUENCE

GRADE 10	GRADE 11	GRADE 12
*Music Performance World of Music Music Lit. & Anal. (2 sem.)	Music History (2 sem.) Harmony (2 sem.)	
Art elective (1 sem.) **Electives chosen from any subject field (2 sem.)		
English B10, A10	English B11	English (comp.) Grade 12
World Hist. and Geog. 2	U.S. History 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
Mathematics (2 sem.)		
Science (2 sem.)		
Art or Music — Basic requirement met in major sequence		
Practical Arts (1 sem.)		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

*Two semesters of music performance are highly recommended.

**These electives may be needed to fulfill college entrance requirements. Electives in foreign language are strongly recommended. (Refer to the statement on page 46.)

SCIENC

OPTIO

The Science Major is planned primarily for the pupil who expects to enroll in a college or university in some field which requires preparation in science. Examples of such fields are biology, physical sciences, engineering, medicine, and nursing. To accommodate pupils who have different interest levels, educational goals, and occupational choices, two options are provided.

Pupils who plan to enter a college or university should refer to college catalogs and consult with their counselors concerning specific admission requirements and prerequisites for prescribed college courses. (Refer to pages 24-27.)

BAS
CURRICULU

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS REQ.	SEMESTERS ELECT.	SEM. PER.
MAJOR: SCIENCE			
*OPTION A (170)			
Science	6		30
Mathematics	4		20
English	1		5
Electives		5	25
OPTION B (160)			
Science	6		30
Mathematics	4		20
English	1		5
Electives		3	15
BASIC:			
English	4		20
Social Studies	5		25
**Mathematics	(2)		
**Science	(2)		
Art or Music	1		5
Practical Arts	1		5
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*Pupils who elect Option A must complete Algebra 1 and 2 in Grade 9.

**The basic requirements of 2 semesters of Science and 2 semesters of Mathematics are included in the major.

MAJOR SEQUENCE

GRADE 10	GRADE 11	GRADE 12
Biology 1-2	Chemistry 1-2	Physics 1-2
*Geometry 1-2	Algebra 3, Trigonometry	
English elective (1 sem.)**Electives chosen from any subject field (5 sem.)		
Biology 1-2	Chemistry 1-2	Advanced Biology 1-2 or Physiology 1-2
Algebra 1-2	Geometry 1-2	
English elective (1 sem.)**Electives chosen from any subject field (3 sem.)		
English B10, A10	English B11	English (comp.) Grade 12
World Hist. and Geog. 2	U.S. History 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
Mathematics — Basic requirement met in major sequence		
Science — Basic requirement met in major sequence		
Art or Music (1 sem.)		
Practical Arts (1 sem.)		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

*Pupils who elect Option A must complete Algebra 1 and 2 in Grade 9.

**These electives may be needed to fulfill college entrance requirements. (Refer to the statement on page 48.)

SOCIAL STUDIES

MAJOR

The Social Studies Major is planned for the pupil who has interest and ability in the social studies, who desires to further his understanding of citizenship responsibilities through additional social studies courses, and who may wish to pursue the study of the social science disciplines in a college or university. The major is preparatory for such fields as teaching, social work, government service, and other occupations requiring an extensive cultural background.

BASIC CURRICULUM

Pupils who plan to enter a college or university should refer to college catalogs and consult with their counselors concerning specific admission requirements and prerequisites prescribed for college courses. (Refer to pages 24-27.)

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS		SEM. PER.
	REQ.	ELECT.	
MAJOR: SOCIAL STUDIES (160)			
Social Studies	8		40
English	2		10
Electives		5	25
BASIC:			
English	4		20
*Social Studies	(5)		
Mathematics	2		10
Science	2		10
Art or Music	1		5
Practical Arts	1		5
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*The basic requirement of 5 semesters of Social Studies is included in the major.

MAJOR SEQUENCE

GRADE 10	GRADE 11	GRADE 12
World Hist. and Geog. 2	U.S. History 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
Social Studies electives (3 sem.)		
English electives (2 sem.)		
*Electives chosen from any subject field. (5 sem.)		
English B10, A10	English B11	English (comp.) Grade 12
Social Studies — Basic requirement met in major sequence		
Mathematics (2 sem.)		
Science (2 sem.)		
Art or Music (1 sem.)		
Practical Arts (1 sem.)		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

*These electives may be needed to fulfill college entrance requirements. (Refer to the statement on page 50.)

GENERAL

MAJOR

BASIC CURRICULUM

By special administrative permission, a General Major is available for (a) the pupil who, as a result of re-evaluation of his interests and achievement, finds that it is advisable to change the major which he selected originally; and (b) the pupil who transfers to the Los Angeles Unified School District late in his high school career from a district which did not offer the major sequences required by our school system.

It is possible for the pupil to qualify for college and/or university admission by taking appropriate electives.

SENIOR HIGH SCHOOL SUBJECTS	SEMESTERS		SEM. PER.
	REQ.	ELECT.	
MAJOR: *GENERAL (150)			
Subject field 1	4		20
Subject field 2	4		20
BASIC:			
English	4		20
Social Studies	5		25
**Mathematics	2		10
**Science	2		10
**Art or Music	1		5
**Practical Arts	1		5
Guidance	½		2½
Driver Education	½		2½
Physical Education and Health Education	6		30

*The General Major Sequence shall include the basic curriculum and consist of 4 semesters of work taken in the senior high school in each of 2 subject fields, neither of which may be English or Social Studies. Of the subjects taken in Grade 9, either Algebra or Foreign Language (but not both) may count toward the major. In such cases, students would be required to complete 150 semester periods of work in the senior high school.

**The basic requirement in this subject may be included in the major.

MAJOR SEQUENCE

GRADE 10	GRADE 11	GRADE 12
Subject Field 1 (4 sem.)		
Subject Field 2 (4 sem.)		
English B10, A10	English B11	English (comp.) Grade 12
World Hist. and Geog. 2	U.S. History 1-2	B12 sem., U.S. Govt.; A12 sem., any 12th grade social studies subject authorized to complete State requirement of one year of Govt.
Mathematics (2 sem.)		
Science (2 sem.)		
Art or Music (1 sem.)		
Practical Arts (1 sem.)		
Guidance (½ sem.) Driver Education (½ sem.)		
6 sem. Physical Education 1 sem. Health Education is required and may substitute for one sem. of Physical Education (B11-A12)		

Four semesters each in any two of the following subject fields will satisfy the requirements of this major sequence:

Agriculture
Art
Business Education
Foreign Language
Home Economics
Industrial Education
Mathematics
Music
Science

APPENDIX

LOS ANGELES CITY COLLEGES 56

LOS ANGELES CITY ADULT SCHOOLS . . 57

CRITERIA FOR MARKING IN JUNIOR AND SENIOR HIGH SCHOOLS 59

LOS ANGELES CITY COLLEGES

Six colleges are located in the Los Angeles City Junior College District.* Each of the colleges is a tuition-free, public institution operated and maintained by the Los Angeles City Board of Education.

EDUCATIONAL OPPORTUNITIES

The Los Angeles city colleges provide students an opportunity to:

Prepare for a job in industry, or

Prepare for a position in the business world, or

Prepare for a job in the field of agriculture, or

Complete the freshman and sophomore years of a regular four-year college or university course of study.

PERSONAL ADVANTAGES

Attending a college also provides students with an opportunity to:

Live at home while continuing their education.

Receive additional individual counseling and guidance in the choice of a career.

Participate in a program of student activities, which includes athletics, clubs, student government, and social affairs.

Work part-time and take courses which supplement their jobs and help toward advancement.

Make up high school subject or grade deficiencies in order to enter other colleges or universities.

Earn while they learn through work-study programs.

ADMISSION REQUIREMENTS

Requirements for entrance to all of the Los Angeles city colleges are listed on page 24 of this publication.

*The Los Angeles Junior College District covers 882 square miles and includes the communities of Bell, Beverly Hills, Burbank, Culver City, Gardena, Huntington Park, Palos Verdes, San Fernando, South Gate, Van Nuys, Monterey Park, Pico-Rivera, Rolling Hills Estates, and Vernon.

LOS ANGELES CITY ADULT SCHOOLS

The Los Angeles City Board of Education awards a high school diploma to students graduating from its adult schools, which are organized on a four-year plan. Requirements for graduation from the adult education program have been designed to meet the widely varied needs of the candidates for the adult high school diploma and still parallel as closely as practical those of other Los Angeles high schools. These requirements have been adopted by the Board of Education.

ENTRANCE REQUIREMENTS

High school graduates and anyone over 18 years of age may attend adult school. Those students, however, who wish to become candidates for the elementary school or high school diploma must fulfill certain requirements. Under some special circumstances, minors may be admitted to adult schools. These include some married minors, students registered and attending classes at Continuation School, and some students who are granted special permission. If a day school student finds it necessary to drop out of high school and wishes to enroll in adult school to continue work toward a high school diploma, he must secure the approval of the high school and adult school principals.

Candidates for high school diplomas must have an eighth-grade diploma or its equivalent and sufficient command of the English language to complete a course of study at the secondary level. Adults who seek an eighth-grade diploma will be counseled for placement and instruction, regardless of previous schooling.

SOURCES OF CREDIT

Credits received in any of the following ways may be applied toward earning a high school diploma in the Los Angeles Adult Schools:

1. Credits earned in other accredited secondary schools.
2. Credits granted for basic training and courses completed during military service.
3. Credits allowed through the testing program of the Los Angeles City Schools.
4. Credits granted upon verification of work achievement having educational value.
5. Credits earned in high school correspondence courses from the University of California or the United States Armed Forces Institute.

Adult school personnel are available from 1:00 to 9:30 p.m. in the adult school offices and may be contacted for additional information. For specific requirements and offerings refer to the *Catalog of Authorized Subjects Adult Schools, Graduation Requirements and Curricula,* 1966-67 Revision.

LOS ANGELES CITY SCHOOLS
Secondary Curriculum Council

November, 1958

CRITERIA FOR MARKING IN JUNIOR AND SENIOR HIGH SCHOOLS

Foreword:

Teachers have long requested that standards be established to aid in determining the assignment of marks. Through its Evaluation Committee, the Secondary Curriculum Council has made a study of this problem.

During the 1956-1957 school year, the committee gathered and reviewed hundreds of teacher statements regarding the criteria that they personally used in determining marks. These teacher-developed criteria were organized into categories, reproduced, and distributed to the faculties of eighteen junior and senior high schools. Teachers of these schools used the tentative criteria during the 1957-1958 school year.

Out of the experience gained in actual use of the criteria, teachers suggested modifications which they believed would result in a more useful statement. From these suggestions, the criteria which appear in this brochure were developed and are presented for your use and consideration.

APPROVED:

Louise W. Seyler,
Deputy Superintendent

Robert E. Kelly,
Associate Superintendent
Division of Secondary Education

Everett Chaffee
Associate Superintendent
Division of Instructional Services

CRITERIA FOR MARKS IN WORK HABITS

	E	S	U
Effort	Consistently tries to understand the purpose of his classwork; pays close attention and quickly follows directions.	Usually tries to understand the purpose of his classwork; generally is attentive and follows directions.	Seldom tries to understand the purpose of his classwork; is inattentive and generally disregards directions.
Responsibility	Consistently assumes responsibility for having necessary tools and materials and immediately goes to work.	Usually assumes responsibility for having necessary materials and goes to work with little urging.	Seldom has the necessary tools and materials and rarely works, even with urging.
Precision	Conscientiously strives for increasing accuracy and efficiency.	Usually strives for a reasonable increase in accuracy and efficiency.	Generally performs classwork in a careless manner, with little attempt to improve accuracy or efficiency.
Evaluation	Carefully evaluates or rechecks his work and willingly revises it to achieve maximum effectiveness.	Generally rechecks his work and makes minor revisions.	Seldom bothers to recheck his work.

CRITERIA FOR MARKS IN COOPERATION

	E	S	U
Courtesy	Consistently maintains courteous relations with teacher and fellow pupils and works without disturbing others.	Usually maintains courteous relations with teacher and fellow pupils and generally works without disturbing others.	Disturbs teacher and fellow pupils by consistent discourtesy and lack of consideration for others.
Citizenship	Consistently obeys rules, respects public and personal property, and actively promotes the general welfare.	Generally obeys rules, respects public and personal property, and supports the general welfare.	Shows disregard for rules, has no respect for public and personal property, and often opposes the general welfare.
Improvement	Rarely needs advice and correction and assumes responsibility for personal improvements.	Usually accepts advice and correction objectively and tries to improve.	Rejects advice, shows indifference to correction, and makes no attempt to improve.
Attendance	Maintains an excellent attendance record by consistently avoiding unnecessary absence or tardiness.	Maintains a satisfactory attendance record by avoiding unnecessary absence or tardiness.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuse.

CRITERIA FOR SUBJECT ACHIEVEMENT MARKS

These criteria are based on a point of reference which encompasses the entire group enrolled in a given subject at a given grade level. Thus the standard for a classroom group is established with reference to the total group of which that class is a part.

	A	B	C	D	F
Quality of Work	Produces markedly superior work and has consistently high marks on class tests.	Masters fundamentals thoroughly; usually exceeds class standards on daily work, tests, and other assignments.	Meets class standards; shows satisfactory grasp of fundamental skills with average marks on class tests.	Has below average performance in classwork and on tests and below average growth in understanding of subject.	Has "Fail" record on classwork and tests; makes little progress toward learning basic subject skills.
Quantity of Work	Does all assigned work plus some extra work, both teacher-suggested and self-initiated.	Does all assigned work plus some extra work, usually teacher-suggested.	Does assigned work; usually makes up work missed.	Does substantially less than average amount of work and usually does not make up work missed.	Does not complete minimum requirements, seldom or never doing assigned work or class tests.
Interpretation and Application	Learns facts and principles and applies them to new and unfamiliar situations.	Shows above average ability to retain and apply facts and principles.	Shows average ability to retain and apply facts and principles.	Retains and applies only a few facts and principles.	Shows little or no progress toward applying facts and principles.
Originality, Initiative, and Reasoning	Shows creativity, high ability, initiative, and originality in attacking and thinking through problems and arriving at logical conclusions.	Does some independent work, showing initiative and originality.	Shows average reasoning ability and some originality and initiative.	Shows very little reasoning ability, originality, and initiative.	Seldom or never shows reasoning ability, originality, or initiative.
Class Relations	Assumes an active, alert, leading role in learning activities and also follows well.	Follows well and shows some leadership in learning activities.	Follows class discussions and makes contributions to these and to other learning activities.	Seldom takes part in learning activities and often is inattentive.	Does not participate in and may even oppose learning activities.